COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor:  Elaine Myers

COURSE DESCRIPTION:

The lives of teens, their families and the institutions that contribute to their growth and well being are changing and in many communities experiencing stress. While concern for teens and their educational and social success appear at the top of our country’s opinion polls, resources do not always follow public sentiment. Our awareness of teens is also being transformed by the media, research, and public policy driven by the field of youth development. Daily advances in technology push us to use this mighty force in the most beneficial way for teens who are the most comfortable and social generation at work and play in cyberspace.

The role of the public library in serving teens has experienced peaks and valleys throughout our history. While the public library has the unique community mandate to serve all citizens from birth through old age, we have often overlooked our duty to youth in the second decade of life. Teen services librarians need a broad range of skills to effectively meet the needs of teens and to create developmentally appropriates services, resources and spaces for teens that allow libraries to provide holistic and seamless library service from childhood to the adult years.

This course will enable you to examine the full range of skills needed for working with teens in today’s public library. It will provide theory and practice and give you a framework for thinking about services to teens. Assignments are designed to have students work in teams and often require connections with teens, fellow professionals and community representatives. Students will be challenged to envision the best in library service to teens and to envision themselves as leaders in their libraries and communities in the next critical decades.

COURSE OBJECTIVES:

- To understand the history of public library service to teens.
- To develop strategies and tools for effectively planning, implementing, and evaluating teen collections, programs and services within the library and community in keeping with Walter and Meyers’ Five Promises
- To discuss issues facing the profession and the professional with a special emphasis on community involvement.
- To demonstrate competencies in the principles of youth development and the importance of teen participation in
implementation and delivery of services.

REQUIRED COURSE MATERIALS:

Required Texts/Viewing:


Edwards, Margaret A. 2002. 

**The Perks of Being a Wallflower.** ISBN 0-671-02734-4


"Growing Up Online" Frontline, January 22, 2008.  [www.pbs.org](http://www.pbs.org) or viewing “Chain Camera”

**Books, Periodicals and Websites:**

Students are expected to review a sampling of articles from the following sources:

- VOYA, Voice of Youth Advocates is published by Scarecrow Press, Inc.
- Young Adults Library Service Association. [http://www.ala.org/yalsa](http://www.ala.org/yalsa)
- Forum for Youth Investment. [www.forumforyouthinvestment.org](http://www.forumforyouthinvestment.org)

**COURSE REQUIREMENTS:**

Class will meet at the Burton Barr Central Library, 4th Floor Lecture Room on the following dates:

- Friday, June 5: 11 a.m. - 7 p.m.
- Saturday, June 6: 9 a.m. - 5 p.m.
- Friday, June 26: 11 a.m. - 7 p.m.
- Saturday, June 27: 9 a.m. - 5 p.m.
- Friday, July 24: 11 a.m. - 7 p.m.
- Saturday, July 25: 9 a.m. - 5 p.m.

Syllabus reflects student assignments and readings begin on May 23.

**SCHEDULE:**

Date Topic Current Readings and Assignments
May 23 - June 4

Independent Reading
Choose legend of service/team/approval

Edwards book, Walter Ch 1, check with instructor for legend for assignment 1

May 23 - June 4

Research on Legend of Service—teams
Complete Teen Interview

Walter, Ch 2
Assignment 1 due June 5
Assignment 2 due June 6

June 5
Class meets at
Burton
Barr Central

Overview: Thinking About Teen Services Where We Came From
The Legacy of Margaret Edwards
Learning to Think Like MBA’s Three Pillars

All of Edwards
Chapter 1, 2
Assignment 1
4th

11 AM - 7 PM

June 6
Class meets 9AM - 5 PM
Youth Development
Youth Participation
Walter Ch 3
YALSA and FYI websites
Toolkit Youth Participation Worksheet
Assignment 2

June 7-26
Library Site Visit
Assignment 3 due June 26

June 7-26
Read "Perks of Being a Wallflower"
Walter Ch 5 and 6
Read Chbosky book

June 26
Class meets 11 AM to 7 PM
Teen Places and Teen Voices
Introduction to Outcomes
Walter Ch 4 and 7

June 27
Class meets 9 AM to 5 PM
Citizens of the Digital Nation
Guest speakers
Assignment 4
Harris and Frontline

June 27-July 23
Work on final paper and 5 minute presentation

July 24
Class meets 11 AM to 7 PM
Evaluation and Review using legend papers and other assignments.
Practice time for final presentation
Walter Ch 8 and 9; review Ch 7
Assignment 5

July 25
Class Meets 9 AM to 5 PM
The Meta-Narrative
Final Presentations: 5 minute "sell"
Submit Final Project Written Paper

Syllabus

Independent reading prior to June 5 class meeting:

Assignment prior to June 5 class meeting: Assignment One (20 points)
Report on one of the legends of teen library service listed below. A team of students (up to three) can report as a group on this individual. Extra credit will be given to any student who completes an interview (phone or electronic) with their legend. If you have your own “Legend” please submit the person’s name and your rationale for selecting him or her.

<table>
<thead>
<tr>
<th>Alexio, Amy</th>
<th>Jones, Patrick</th>
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<tr>
<td>Aronson, Marc</td>
<td>Kan, Katherine</td>
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<td>Bodart, Joni</td>
<td>MacRae, Cathi Dunn</td>
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<td>Braun, Linda</td>
<td>Munson, Amelia</td>
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<td>Braverman, Miriam</td>
<td>Neiburge, Eli</td>
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<td>Broderick, Dorothy</td>
<td>Nilsen, Alleen Pace</td>
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<td>Campbell, Patty</td>
<td>Printz, Mike</td>
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<td>Carlsen, G. Robert</td>
<td>Smith, Dora</td>
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To avoid duplication in reports, instructor must pre-approve all topics. The report should not exceed 500 words per student (committee reports will be 500 words per member) and students must site their resources in an attached bibliography (not included in word count.) Reports should be formatted using Brooke Sheldon’s leadership qualities as cited by Betty Carter in her forward to Centennial Edition.

- The vision of the legend
- Means of communicating the vision
- Consistency and professional trust in their work
- Examples of positive self-regard

June 5: 11 a.m. to 7 p.m. Class Meeting

Overview and How to Think About Teen Services

- Course introduction
- Review assignments and readings
- Five Promises to Teens (Walter, Meyers p. 105)
- World Café on Leadership

Where We Came From

- Margaret Edwards Codifies Service to Young Adults
- Looking at the Legends and Documents
- Libraries for Readers, As Educational Institutions, For the Community Good
- Decades of Teens: From Holden to Charlie to ....

The Legacy of Margaret Edwards

- Reports on legends
- Three Pillars
- Primacy of the Booktalk
- Bodart and Browman

Learning to Think Like MBA’s

- Public Library Association Planning Process
- Output Measures
- Collaborations and Community
- Teen Marketing from Edwards to today

Three Pillars

Readings and Assignments to Prepare for June 6 Class

Independent reading prior to June 6 class meeting:

- Review YALSA website www.ala.org/yalsa and the Forum for Youth Investment Website www.forumforyouthinvestment.org. Be prepared to discuss and compare and contrast the information on these two
Assignment Two: Youth Interview (10 points)

Interview a youth (age 12 to 18) using the following questions and submit a written transcript of your interview:

1. How do you know an adult cares about you?
2. What are three things teenagers need to succeed at home, school and in the neighborhood?
3. What is the most difficult thing about being a teenager?
4. What do you do to make a difference in your community? If you can’t think of an example, what would you like to do make a difference?
5. How would you like to make a difference in the services of the public or school library?

June 6: 9 a.m. - 5 p.m. Class Meeting

Youth Development

- Reports on teen interviews
- Human development
- Process and Five Premises
- Forum for Youth Investment Website and YALSA website discussion

Youth Participation

- Participation Scale exercises
- Best Practices

Independent Readings and Assignments to Prepare for June 26 Class


Assignment Three: Library Site Visit (15 points)

Select a public library that you are not familiar with. Begin the visit with an online search and determine the name of the staff person you hope to interview. Call for an appointment.

Your report must include basic data on the library’s mission, range of teen programs and services, planning and evaluation processes, and it’s role in the community. Compile this information from the library website and publications and from your staff interviews.

A special section on teen place is part of this visit. Using Clark’s vision of place, comment on the physical place, cultural place and evocative place of the teen space you visit. Document any teen participation in the design and maintenance of the teen space.

Email instructor your proposed site, name of staff member you will be interviewing, and interview questions. All sites and questions must be approved by the instructor prior to visit.

Report is due May 12 and should not exceed 500 words.

June 26: 11 a.m. - 7 p.m. Class Meeting

Teen Places

- Message of Place
- Teen Central Process
• Class reports on teen spaces and site visits

Teen Voices

• Video Teen Voices
• Teen Publications
• Teen Workers
• Site reports and evidence of teen voices

Independent Readings and Assignments to Prepare for June 27 Class

• "Growing Up Online" Frontline, January 22, 2008. www.pbs.org

Assignment Four: Website Review (5 points)
Choose a library teen website and review it for teen appeal, ease of use and scope. Review should include: Site Name, Site URL, Site Author, Site Sponsor. Audience, and answer questions:
Best thing about this website is ...
Worst thing about this website is ...
The authority or information is ...

June 27: 9 a.m. - 3 p.m. Class Meeting

Citizens of the Digital Nation

• Frances Harris article
• Growing Up Online discussion
• YouTube clips

Evaluation

• Outcome evaluation framework
• Output Measures

Independent Readings and Final Project to Prepare for final classes July 26, 27

• Final Project Written Report Due July 25—will take these reports earlier for comments. (20 points)
• Five minute "sell" of the project to a library staff and teen committee will be presented on June 9 in class. (5 points)

Final Project:
Final Project: Design an teen service for a public library. Select a particular clientele or existing need (real or imagined) within a public library. Students who work for a public library are encouraged to talk to administrators in their library for suggestions of services that are already identified in strategic plans. Services can include the implementation of any of the teen services studied in the course or services conceived by the group based on best practice or research.

You will need to develop:
1. **Accessed need** for creating the service including background information and a thorough description of the need you are addressing. *(5 points)*

2. **Outcomes**: Outcomes describe the benefits of your program or service to the participant. United Way defines outcomes as: "Outcomes are benefits or changes for individuals or populations during or after participating in program activities. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, status or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition is, that is different following the program." There may be a number of outcomes for your project. Remember to define the outcomes, but know that you do not need to measure all outcomes. Just those that are most important for tracking program benefits and for adjusting aspects of program that are not working. *(5 points)*

3. **Content and structure/activities and indicators (7 points)** The activities are the strategies or groupings of specific actions that the library will carry out to achieve participant outcomes. The indicators identify what is being measured to track the program's success on an outcome. An example of an indicator is "75% of all parents attending a parent book talk on the importance of daily reading, will report reading to their children 2-3 years for 15 minutes a day."

4. **Job descriptions for staff assigned to the project (2 points):**
   - [http://phoenix.gov/JOBSPECS/30210.html](http://phoenix.gov/JOBSPECS/30210.html) (Librarian I)
   - [http://phoenix.gov/JOBSPECS/30200.html](http://phoenix.gov/JOBSPECS/30200.html) (Library Assistant)

5. **Memos of Agreement with any partners involved in the service (1 point)**

Memorandum of Understanding
Anytown Public Library

The mission of Partnerships for Youth is to increase the capacity of Anytown Public Library to provide high-quality programs for youth in low-income neighborhoods in Anytown.

Anytown Public Library will partner with Anytown community-based organization to create a county-wide web of support for middle grade students with ongoing, high quality, library-based programs for after school hours by:

- Providing access and training in technology
- Creating Youth Tech Teams and a Youth Advisory Council, and
- Providing educational and career exploration activities

In order to support Anytown Public Library in this effort, Anytown Community Based Organization will commit to the following:

- Provide space for tech teen center with computers, books and activities for the library-based outreach program after school for at least two hours a day, four days a week.
- Staff person to oversee program at site
- Statistics kept and reported as requested
- Support for quarterly site-based and annual county-wide Youth Advisory Committee meetings,
- Participation in evaluation of the program, and
- One representative to serve on the Community Advisory Committee, and attend a minimum of 3 meetings per year.

Anytown Public Library will provide the following:

- 5 computers
- 2 color printers
- 1 Internet connection including installation and monthly charges
- 3 tables and 10 chairs
- deposit book collection for reference and recreational reading,
- Tech Teens to assist with programs for a least one hour 4 hours days a week
- Staff training on computer literacy, the Internet, software programs, and information access
- Technical support

Required signatures:

6. **Budget that includes costs for staff, materials, equipment, travel, training, etc. (2 points)**

7. **Project evaluation based on outcomes determined at the beginning of the project and output**
measures (3 points)

The second option is to create an LSTA grant application. See http://www.lib.az.us/lsta/

Copy for the entire project will be submitted in written form to the instructor on the final day of class.

A second segment of this assignment will be a class presentation on July 25. This segment will be a five-minute presentation designed for a library committee of administrative staff, young adult librarians, community partners and teens. This body has the power to fund and approve your project and should be viewed as a competitive process that you want to win. Students are encouraged to consider this audience and create the most compelling case to build support for your project. Projects will be discussed by class members following presentations. Instructor time presentations and stop presenters after five minutes.

July 26 11 a.m. to 7 p.m. Class meeting

Assignment Five: Outcome Measurement (10 points)

Create an outcome measurement plan for a teen service that you would like to implement for your final project assignment. Using Figure 7-1 in Walter/Meyers text, list your desired outcome and indicators for this outcome. If you wish create a-test or survey that would let you collect data to establish baseline and progress in achieving your outcomes.

Final Project Five Minute Presentations

The Meta-Narrative

- Participation
- Community and Primary Supports
- Your Place
- The Future

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

Please see full syllabus in D2L.
Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

Evaluation:

15 % Participation: Participation is defined as attending all class sessions, quality classroom discussion, coming to class prepared with readings and critiques, and quality group work. Students who do not attend classes will have up to 15 points deducted from their total point scores.
60 % Assignments
25 % Final Project

Total 100%

Grading Scale:
A=90-100; B=80-89; C=70-79; D=60-69; E=59 and down

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Elaine Meyers, Adjunct Lecturer
Office hours: class lunch break or by appointment
Telephone: 602-318-8603 or 602-482-6661
Email: eemeyers@email.arizona.edu

Navigation

- Browse Site
- For Authors

Courses

- Syllabi
  - Fall 11
  - Summer 2011
  - Spring 11
  - Fall 10
  - Summer 10
  - Winter 10-11
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)

Course
- IRLS417 (2)
- IRLS418 (1)